

Bags of Time – Roman

Pre-Workshop Information

Outline:

This is an evidence-based workshop for KS2 – adaptable to Years 3 to 6. In small groups children will open and explore the 'lost luggage' of a person from Wandsworth's past. They will explore the items within the luggage, questioning what these items can tell us about that person. Historical resources and supporting documents will be used to place the objects in historic and regional context and will assist the small groups of pupils in creating a detailed understanding of what their character's life might have been like.

Programme Duration: 1 hour and 30 minutes

The session aims to be pupil-centered by allowing children to reach their own conclusions using historical evidence. It gives them the opportunity to be creative when thinking about their character and deciding what they will share with the class during the plenary.

Each small group will share their findings with the whole class by:

- reporting their findings and stating their reasons for their conclusions
- re-enacting the character of the person whose suitcase has been found
- placing when their character would have lived on a timeline, exploring more general issues of the time period

Links with Units of Study:

In support of KS2 National Curriculum the museum has created a session specific to Romans.

- NC Areas: Chronological Understanding. Historical Interpretation, enquiry, organisation and communication
- QCA History Units: Why have people invaded and settled in Britain in the past?
- QCA Geography Unit: Village Settlers
- QCA Citizenship Unit: Living in a diverse world

NB: *With prior notice this session can be adapted to reflect one of the above units of study more heavily than the others to make the session as relevant as possible. Please contact us if you think we could relate this session to other elements that your pupils are studying in school.*

Aims and Learning Objectives:

The session will provide children with opportunities to:

- recognise that the past is represented and interpreted in different ways, and to give reasons for this
- find out about events, people and changes from a range of sources of information, such as artefacts and replica artefacts, documents, printed sources, pictures and photographs
- ask and answer questions, and consider information relevant to the focus of the enquiry
- work co-operatively in small groups
- develop their chronological understanding
- develop their vocabulary relating to evidence, archaeology, reproductions

What we expect:

- Children will think about their own lives and make comparisons with people living in different times and places.
- Children will enjoy learning about the everyday lives of people who have lived in this borough in the past.
- Children will have an increased awareness about the local area and Wandsworth Museum.
- **The Museum team need to have 5 to 10 minutes to set up before the session**
- **Whilst museum education staff will run the session, support in the classroom is required in order to minimise the risks involved with the session items, enforce the school's behaviour policy and ensure artefacts are handled appropriately**
- **Your institution will reimburse the museum for the cost of any item/items that needs to be replaced due to loss/theft/breakage (through inappropriate behaviour) during the programme.**

Roman Wandsworth

For about 400 years, Britain was part of the Roman Empire and saw important technical innovations. A greater variety of pottery, coins and metal goods, stone, tile, mortar and plaster appear in the archaeology of this time and clearly indicate that Romans were present in what is now known as the borough of Wandsworth.

Evidence of Romans in this area begins soon after the Roman conquest in AD 43 until well into the 5th century AD.

Twelve pewter ingots from the **Battersea** foreshore are rare evidence for early Christianity in London and late Roman burials, including a lead coffin with scallop shell patterns, found on the site of **Battersea Park**, are strong evidence for a wealthy family living in the area.

The nearest known Roman villa is at the head of the Wandle at Beddington. "Caesar's Camp" on **Wimbledon Common**, older than its name suggests, dates to around 800-700 BC. At **Putney** a prosperous Romano-British riverside settlement flourished from the middle of the 1st century into the 5th century AD.

A finely decorated legionary sword from the Thames between **Putney and Fulham** (now in the British Museum) may have been lost by a Roman soldier or have been loot offered by a Briton to the Thames. Today it is still possible to find shards of Roman pottery, clay roof tiles and other evidence of Roman life along the Thames foreshore (which was dry land when sea-levels were lower) between **Putney and Battersea**.

An early Roman cremation burial in an urn indicates Roman settlement in central **Wandsworth**, as do finds from the foreshore, some as late as the early 5th century, by **Wandsworth Park** and the **Wandle mouth**.

Artefacts show evidence that farmers, craftsmen and metal workers living here in the borough were influenced by Roman occupation. Although the end of official Roman rule in Britain came around 400 AD, Roman influences continued for many decades afterwards.

Roman Roads in Wandsworth

A network of roads, crucial for moving soldiers and supplies around the country, radiated out of Londinium into the surrounding areas. *Stane Street* was one such road, and is now referred to as Balham High Street/Upper Tooting Road. Upper Richmond Road is also thought to have originally been a Roman creation.

Minor Roman roads have also been found in **Putney**, west of the High Street, with the crossing points over the Thames most likely west of the present bridge.

Bags of Time – Roman

Post Workshop Resource Pack

We very much hope you enjoyed the outreach session and we would be very grateful to hear your views on this or other elements of the educational services of the museum. If you have any comments or concerns that have not been addressed in our evaluation, please contact us at bookings@wandsworthmuseum.co.uk.



This resource pack is designed to support you and your pupils after participation in the Bags of Time - Roman workshop. Wherever possible we have tried to keep information relevant to the local area although there may be some artefacts and photographs that represent the national context of the time period.

Please note: If you have not yet participated in the workshop, please do not reveal the content to the participants as this will lessen the impact of the discovery element of the museum workshop.

Character 1: Wealthy Woman

Background information:

Girls born into a rich family were expected to marry a wealthy man and have a family of their own. A good Roman wife would have been respectful, quiet, loving and obedient to her husband.

Although Romans believed in the right of every citizen to vote, women, like slaves, did not have this right. However wealthy women enjoyed considerable power and freedom. Married women could control property and managed their own money. The ladies from leading Roman houses influenced important politicians and patronised the arts.

For example, Fulvia who lived in Rome in the first century BC was involved in politics through her three husbands and supported Julius Caesar.

Clues in the luggage of this character:

Silver spoon

It was common to eat with your fingers, but the rich may also each have had their own spoon. This could have been made from silver, gold or animal bone. Romans also used a knife while eating.



They would have also had larger spoons for dishing out the meal from the cooking pots to the plates and the fact that the spoon featured as a primary tool for eating tells us about the kinds of food that were commonly eaten.

Child Feeding Pot



Baby feeding pots of this type have been discovered in Roman child burials. Adults would be buried with adults' things and children would be buried with things that they needed in their lives.

These bottles were usually made of terracotta and round in shape, so that the milk did not spill out.

Manicure Set



Rich Romans would have had access to many beauty tools and remedies. Some of the combs found were made from bone but this replica manicure set is made from brass. It has a pair tweezers, a cuticle trimmer and an ear spoon in order to scoop wax for the ear.

Character 2: Native Briton

Background information:

Native Britons is the term we use to refer to the people already living in Britain when the Romans invaded in AD47 (sometimes these people are referred to as Celts). At this point Britain was divided into tribal regions ruled by 'kings' or chiefs. Most Native Britons were farmers living in round houses made from wood and mud (*wattle and daub*), with roofs of thatch.

The native Britons had a well developed society and civilisation long before the Romans invaded. They were skilled metal workers and their weapons were often beautifully decorated. Their artistic talent wasn't just for decorating weapons; they decorated their jewellery including torcs (neck ornaments) and brooches for cloaks and dresses. They even decorated their skin with swirling patterns in different coloured dyes from plants by painting it on or by tattoos.

Native Britons had strong cultural and trade links with other people in Europe. They traded with the Romans when they arrived and bought luxury goods such as pottery, glass, fabric, wine, olives, plums, and dates in exchange for slaves won in war.

Clues in the luggage of this character:

Make Up



Cosmetic grinders were made from 2 pieces and used like a pestle and mortar to grind coloured minerals to produce make-up.

We think they used make up on their eyes and cheeks.

The loop hole enabled it to be carried around the neck on a cord of piece of leather.

Bone Needle



When we hear the word 'technology' we might normally think of machinery and computers but 'technology' can be used to talk about any tools that humans have used now and in the past.

It would have been shaped from the bone of a dead animal. When a hole is put in it, Romans and the Britons could thread wool through and sew and weave fabrics together.

Their fabric would also have been woven on a loom held down by stone weights. This kind of weaving would have given their fabric that checked pattern.

Oyster



Romans introduced a wider variety of foods into the diet of Native Britons.

Prior to the arrival of the Romans, diet in Britain was already healthy, consisting of boiled meat, mainly red deer and wild pig, fresh bread and seasonal vegetables.

The Romans introduced seasoning. Herbs introduced included parsley, dill, coriander, mint, fennel, thyme, garlic, rosemary, sage and onion.

Fish became far more popular during Roman times. Shellfish was readily sourced from coastal areas in Britain and Oysters were especially prized.

Character 3: Roman Soldier

Background information:

The Roman army was made up of both Legionaries and Auxiliaries. Legionary soldiers were highly trained engineers able to build forts, roads and bridges. Although there is no evidence of a Roman fort in the borough, we know there was a Roman presence and that Soldiers would have travelled along the roads built throughout the area.

A finely decorated legionary sword was found in the Thames between Putney and Fulham. Now in the British Museum the sword may have been lost by a Roman soldier or have been placed in the river as an offering to the Thames. The bronze scabbard plate is embossed with the Roman motif of Romulus and Remus.

Clues in the luggage of this character:

Decorated oil lamp



Oil lamps were used to create light in Roman Wandsworth. Olive oil or fish oil would have been poured into the middle section and a wick made of string put in the spout and lit. You can imagine that burning oil of this kind would have left an odour when used in doors.

Seal Box

Seal boxes were used by the Romans to make sure that a wax tablet was not opened and a private message read by the wrong person.



The small seal box would be filled with soft wax.

A string would be tied around the wax tablet holding the message, and the ends of the string placed over the open seal box.

A personal seal would then be pressed on top of the ends of the string, pushing them into the soft wax. The only way to open the tablet would be to break the seal.

Frying Pan



The complex Roman recipes needed more careful cooking than the simpler stews and roasts prepared by the Native Britons. This meant their cooking equipment was more complicated. While soldiers were away from their forts it would have been likely that they ate in their groups around a fire.

Character 4: Roman Slave

Background information:

Rich Romans would have been judged by the number of slaves they owned.

Some slaves were born free but then captured and kept as slaves for the rest of their lives. Some slaves were born as slaves and worked very hard until they died. Slavery was accepted as a normal part of Roman life.

They would have done a wide range of tasks for their masters, from working in the fields to preparing their master's food. Rich Romans would have used slaves to help them get dressed in the morning and rich women would have had slaves around to prepare their hair and make-up.

Slaves would have worn a basic tunic and would have been banned from wearing a toga! Togas were for ordinary citizens and important people.

Clues in the luggage of this character:

Amphora



Amphorae were the most commonly used method of transporting liquids such as olive oil, wine and fish sauce. The pointed base made it easier to store lots of them, by sinking them in the ground and loading them on their side on a ship.

Strigil and oil jar



Romans did not use soap like we do. One way of getting clean was to have oil rubbed into your body and then pass through the rooms of the bath, each room hotter than the last.

While sweaty, they would rub oil over their skin and then scrap it off with a strigil, pulling the dirt off with it.

They may have scraped themselves or they may have got a slave to do it for them.

Mortarium



Made from clay, these bowls had sand or small stones pressed into the inside surface.

Used like a pestle and mortar, mortaria would grind herbs that would then be used to flavour food. Examples of herbs used are comfrey, dill, fennel, and coriander, as well as those introduced by the Romans: rosemary, thyme, bay, basil and savoury mint.

Character 5: Roman Child

Background information:

Most children during Roman times **did not** go to school. Only rich people could afford to pay a teacher – or to have a slave who was educated enough to be able to teach their children. Girls did not go to school, but would be tutored at home if they were lucky. Boys would be taught history, maths, and reading and writing Latin.

Boys and girls from poor families had to work to help their parents. They did not think this was bad – it was normal.

Clues in the luggage of this character:

Knuckle Bones



These are knuckle bones (replica) and they would have been salvaged from the carcass of a dead lamb and used in a game where they were thrown off the hand and caught in various ways.

Some Roman toys were like ones we play with today, such as toy soldiers, marbles, rattles, balls, doll's houses, carts and pull-along animals on wheels.

Even poor children had board games, using pebbles for counters, and wooden dolls.

Wax Tablet



Writing was almost unknown in Britain before the Romans arrived.

The most common wax tablets had two leaves which could be closed and bound together to protect the writing inside.

The stylus was pointed at one end for writing in the wax and blunt at the other for smoothing the wax.

Coins



Although coins were used for trading they were also a means of communication.

Because coins have a picture of the Roman emperor on them, people who handled the coins would get the message that the Romans had arrived.

And because coins would have passed from person to person and move quickly through the country the message would move more quickly.

Coins would therefore spread news about an emperor and his victories.

Post Workshop Activity Suggestions

Below are a number of suggested **classroom activities** to assist in extending the learning in this session. Please find attached the related worksheets.

History/Art

- Write about or draw the person that has been investigated, fleshing out their character. Where they might have lived, how they looked, what other possessions they might have had and what their day to day lives were like.
- Using the attached rules and game board, children can make and play the Roman game we now call Nine Men's Morris (Worksheet 1).

ICT

- Use ICT to further research the living conditions of each character. Draw a picture of a domus romana (Roman dwelling) and label it? Can you add the following labels? Atrium, tablinum, cubicula, peristyle, triclinium, impluvium, vestibule, latrines, kitchen.

Art/DT

- Make a roman shield. Let the children research roman shields in books and on the internet. What did they look like? What shape were they? What size were they? What materials were they made from? What was used to decorate them? Once the ideas have been discussed the children can do a sketch of their shield and then make it out of cardboard and paint or collage materials.
- Design and Make Mosaics. Children can colour or use small coloured pieces of paper/fabric/card to form a mosaic design. You can use the design on the handout provided or create your own. This could be done as a whole class project by increasing the size of the handout (Worksheet 2).

Literacy

- Can the children produce a museum guide for the artefacts that they handled on their visit? For each artefact they should consider its date, what it is, what it was used for, who might have used it, what it's made of and where it might have been found.
- Tell your children a little about how the romans settled in Britain. Talk about the difference in customs and life e.g. baths, religion, farming, food. Ask them to imagine living in a country very different from the one they are growing up in? What would they miss from their country? What might they like about the new one? What new skills might they learn? What would be hard for them? How would this have been different for the Romans when there was no way to pop back to their old country for a visit. Discuss how the roman invaders might have felt being far away from home? Ask the children to sum these ideas up in a letter or email to a friend.
- Can the children create a Roman Dictionary? Divide the words up amongst the class and produce a class resource: gladiator, hypocaust, basilica, mosaic, chariot, army, pugio, legion, invasion, settlement, caldarium, gladius, frigidarium, forum, Londinium, senate, tax, stylus, villa, amphitheatre, aqueduct, auxiliary soldiers, toga. Information can be found in books, museum guides or on the internet.

- Write like a Roman

Using the supporting information children can write to their friends in the style of a Roman letter (Worksheet 3).

Numeracy

- Set the children Maths homework using Roman Numerals!
E.g. VI times VIII equals what? XII add XVI equals what? What is XII divided by III?
Answers in Roman Numerals please!

Further Resources:

- National Museums of Scotland's website has a pack of roman resources:
http://www.nms.ac.uk/pdf/schools_romanhandingbox_teachers_notes.pdf
- There are a range of further resources for various Roman topics at
<http://www.strettonhandley.derbyshire.sch.uk/romans.html>
- Woodlands Junior School in Kent has a great website with lots of children and teacher resources, including some on Romans: <http://www.woodlands-junior.kent.sch.uk/Homework/history.html>
- You can also find further Celtic and Roman Information:
www.resourcesforhistory.com/

Roman Worksheet 1

Merils or Nine Men's Morris

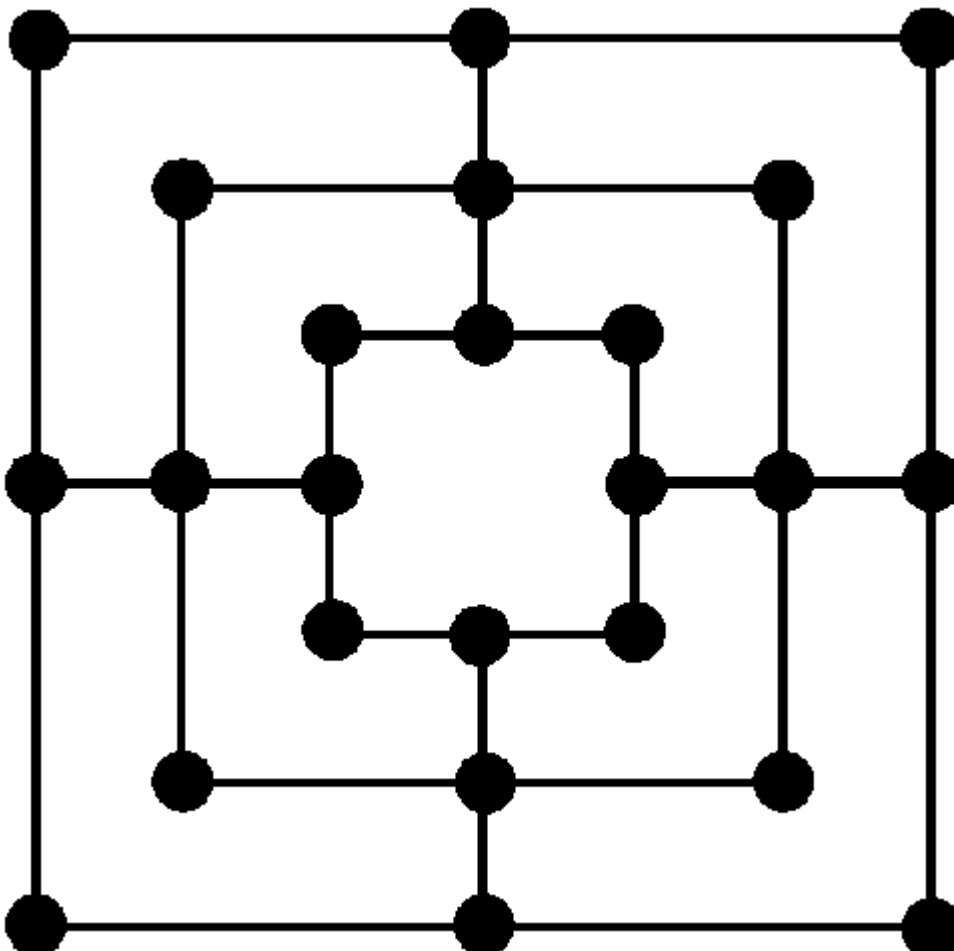
For two players, each will need nine counters.

The players alternate at placing a counter on any spot of the board, attempting to form a row of three of one's own counters. Each player attempts to prevent their opponent forming a row of three. Whoever forms a row of three is allowed to remove one of the opponents' counters (provided it does not form part of a complete row).

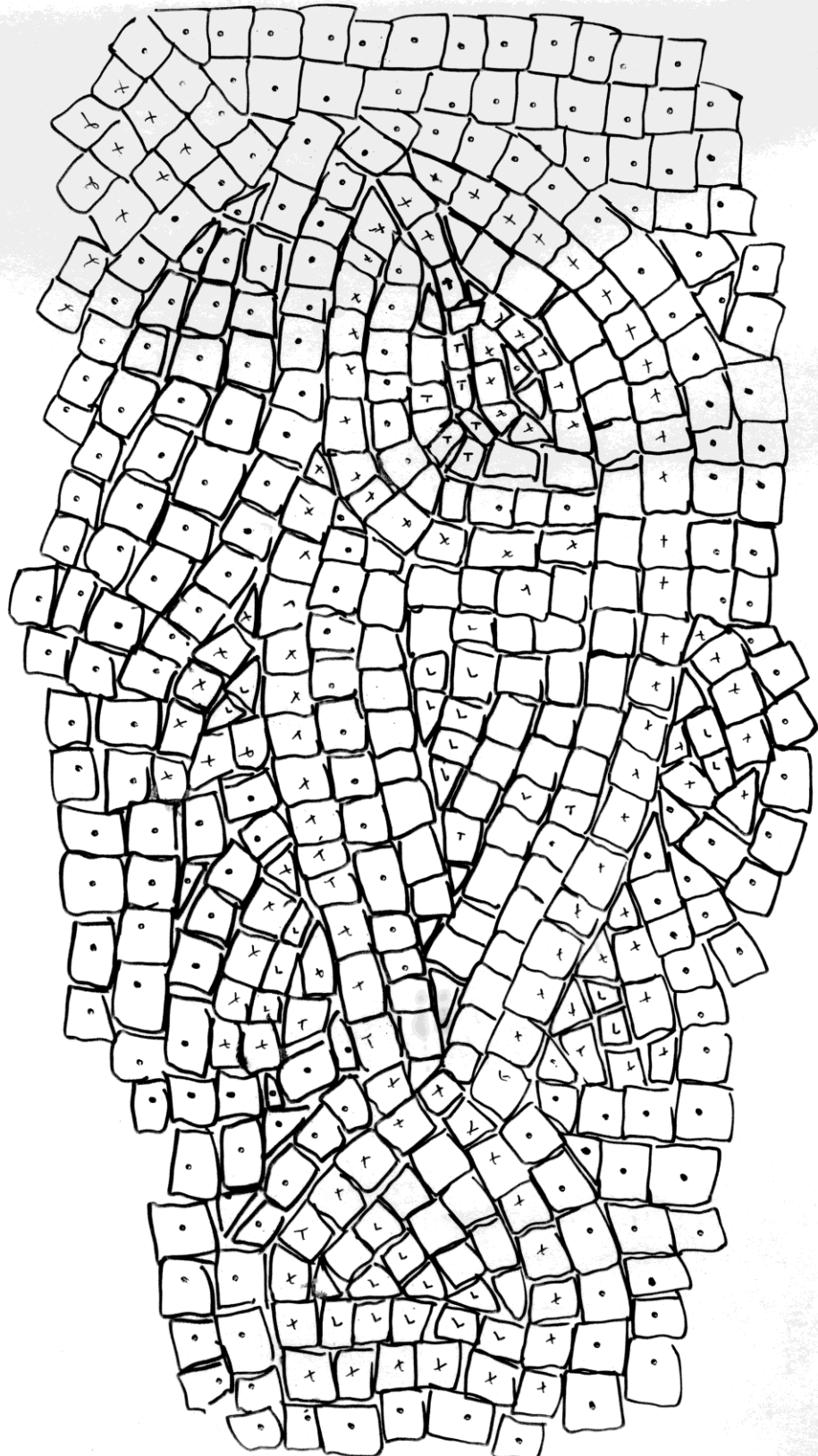
Once all counters have been placed, each player moves alternately one counter to an adjoining free spot. Each then attempts to create rows and remove the opponents' counters.

Once a player has only three counters left on the board he may begin to 'spring' and place his counter on any free spot.

The winner is the player who reduces his opponent to two counters.



Roman Worksheet 2



Roman Worksheet 3

Roman Letter

1. Start with: **Greetings (examples below)**

- Severus to his Candidus, greetings (*Severus Candido suo salutem*)
- Claudia Severa to her Lepidina, greetings

2. Body:

Include **news** of the sender's health or **wishes** for the well-being of the recipient. Also, greetings are often passed to other mutual friends and acquaintances. This is the place for an **invitation** or to say thank you for inviting me to your party.

3. How to end it:

- farewell (*uale*)
- farewell lord (*domine*) or 'farewell brother' (*frater*)
- wish them good health again:
'I pray that you are enjoying the best of fortune and are in good health' (*opto te felicissimum bene ualere*)
- 'my sister, my dearest and most longed-for soul' (*soror karissima et anima ma desideratissima*)

